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During Fall 1969, 25 students were enrolled at American University as part of a special project aimed at making higher education available to inner city youth who, because of insufficient finances and relatively poor academic records, would not ordinarily be matriculants. The program was designated "Project Open"--Opportunity Project for Education Now. This report is intended to provide some descriptive information pertaining to demographic and attitudinal characteristics of this group as revealed by the students' responses to 3 questionnaires: the American Council on Education's Student Information Form, a survey questionnaire administered during Fall 1968 to incoming freshmen at 76 universities; American University's Student Census; the California Psychological Inventory. Information was also included on the ability levels of the group as measured by the College Board SAT scores. Results show the frequency of responses to each option of each item and the percent of the total represented by these frequencies. Where available, tables show the percent of all American University freshmen responding to the same items and the reported national university norms. (JS)

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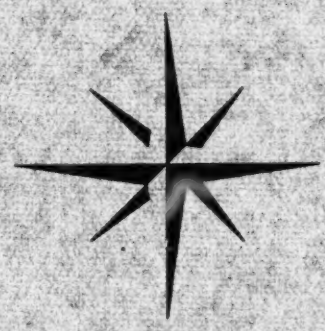

CHARACTERISTICS OF
INNER CITY STUDENTS
AT AMERICAN UNIVERSITY

Research Report #69-2

Counseling Center
Office of Vice President for Student Life
American University
Washington, D.C.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CHARACTERISTICS OF INNER CITY STUDENTS AT AMERICAN UNIVERSITY

Research Report #69-2

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INTRODUCTION

During the fall semester of 1968, 25 students were enrolled at American University as part of a special project aimed at making higher education available to inner city youth, who because of insufficient finances and relatively poor academic records would not ordinarily be matriculants. This program, which has counterparts throughout the country, is jointly supported by university and federal funds.

Selection of the students to be admitted was under the direction of Mr. Richard Apperson of the Admissions Office. The rationale and procedure have been explained by Mr. Apperson in an earlier description of the program:

> "For several years individuals from the faculty, staff, and student body had expressed their personal conviction that The American University should assume an active concern for the collegiate education of the disadvantaged, particularly the student from the inner city area of Washington. Individuals and ad-hoc committees wrestled with ideas and proposals whereby the University would recognize its responsibility to provide collegiate education not only for those who could afford it, but for the poor as well. For a variety of reasons the several proposals met with failure.
>
> Then in 1967 several members of the staff became involved in a "talent search" program which developed out of a proposal submitted to the U.S. Office of Education under Section 408 of the Higher Education Act of 1965, P.L. 89-329. The initial proposal was submitted by the Washington Office of the College Entrance Examination Board on behalf of a group of individuals from the seven collegiate institutions in Washington who were members of the board as well as several other individuals who were interested in educating the disadvantaged. The proposal was accepted and funded for the 1967-68 fiscal year and has recently been refunded for the 1968-69 fiscal year. The program is designated "Project Open" - Opportunity Project for Education Now. The following statement excerpted from the original proposal outlines its purpose:
>
> > The objectives of this project are to contact qualified, disadvantaged students, to inform them about post-secondary education and the financial opportunities available to them, to advise them about procedures and requirements of further education; and to encourage them--by personal interest in them and by a motivational program within 'Open Clubs'--to desire advanced education and training.

The involvement of several American University Staff members in the operation of Project Open was highly significant. As they began to work with the disadvantaged youth of the District of Columbia the staff members became even more aware of the need for providing higher education for the poor. But more importantly past frustrations were replaced by firm convictions that the university contained many untapped resources which could be mobilized to provide educational opportunities for some of these youth. Project Open became the catalyst for action at The American University.

The riots during the summer of 1967, the report of the Kerner Commission, the tragic death of Martin Luther King and the riots in Washington provided the final impetus for another proposal which was submitted to the University Admissions Committee by a staff member who had been participating in Project Open. The Committee accepted the proposal and instructed the Chairman to present it directly to the University Provost. After some discussions the proposal was accepted by the University Administration. The accepted proposal provided for the admission of between twenty and twenty-five economically and socially disadvantaged youth from inner city areas. The financial arrangements were formulated to provide up to $2400.00 for each student if the Parent's Confidential Statement of the College Scholarship Service indicated maximum financial assistance would be necessary in order for the student to attend the university.

The task of selecting the twenty-five individuals was assigned to the Associate Director of Admissions. After reviewing all the applications on file from Washington, D.C. students he determined that it would be necessary to find additional applicants who would meet the two basic criteria for the program: exceptional financial need and potential for academic success at the university. He was assisted in his "talent search" by the staff of "Project Open," a graduate student serving as a counseling intern in one of the high schools, and a former university faculty member who was teaching English in another high school.

After reviewing the credentials and recommendations of students, the Associate Director personally interviewed each student who he felt might qualify for the program. An important consideration was the student's apparent desire and motivation to continue his education at the collegiate level. The students who were selected as having the ability to succeed in the university program and who appeared motivated were invited to apply for the program. The student was informed that he would be admitted to the university under Special Grants arrangement, if an analysis of the Parent's Confidential Statement indicated he met the financial need qualification. The student filed the regular application for

admission and was processed under the usual procedures with the exception that the application fee was waived."

This research report is intended to provide some descriptive information pertaining to demographic and attitudinal characteristics of this group as revealed by the students' responses to three questionnaires: (1) the American Council on Education Student Information Form, a survey questionnaire administered during the fall of 1968 to incoming freshmen at 76 universities including American University (data from this testing have been made available to the Counseling Center by Dr. Lois Torrence of the Office of Institutional Studies); (2) The University Student Census form devised by the Counseling Center to gather demographic, attitudinal, and interest information from our students; and (3) the California Psychological Inventory (CPI), a well-constructed, frequently used personality inventory that has been standardized on college students. In addition, information will be presented bearing on the ability level of this group as measured by College Board SAT results (data furnished by Mr. Apperson).

RESULTS

Results are reported for the Inner City group by showing the frequencies responding to each option of each item and the percent of the total represented by these frequencies. Where available, the tables show the percent of all American University freshmen responding to these same items and the national university norms reported.

Of the 25 Inner City students, results are available on 23. In view of the very small size of the sample, no statistical tests of significance have been run on these data. Results will be reported in four sections: I. ACE Results, II. University Student Census Results, III. CPI Results, and IV. College Board SAT Results.

SECTION I. - ACE RESULTS:

A total of 1092 American University freshmen completed the ACE questionnaire in the Fall of 1968. The tables below indicate the responses to this questionnaire on the part of Inner City students, full-time freshman class entering American University, and the national sample.

Table 1

SEX

	Inner City		American U	National
	N	%	%	%
Male	8	35	43	58
Female	15	65	57	42

Results reported in Table 1 indicate that while the total full-time freshman class at this university is more heavily female than the national norms, the Inner City group is even more extreme in its greater proportion of females. A relevant consideration in examining these results is race. As Table 12 indicates (see later section), this group is primarily Negro. The disparity in representation by sex is consistent with research reported elsewhere which suggests that within the Negro population the present number of males prepared for higher education falls far short of that of females.

Table 2

AGE

	Inner City		American U	National
	N	%	%	%
17 or younger	1	4	7	5
18	19	83	84	81
19	3	13	7	11
20 or older	0	0	2	3

Table 2 indicates that the great proportion of all three groups are age 18 with little if any difference among the groups shown. There seems some tendency for the American University group to be weighted slightly more toward the younger age group than both the national norm and the Inner City group, but the differences are negligible.

Table 3

AVERAGE GRADE IN SECONDARY SCHOOL

	Inner City		American U	National
	N	%	%	%
A	4	17	12	21
B+	4	17	19	20
B	7	31	37	24
B-	3	13	18	15
C	5	22	14	20

Table 3 indicates a lower proportion of American University students in the A range in high school than is found nationally, with the trend reversed in the middle B category. The Inner City group is most different from other students at American University in its higher proportion of students with a C average in high school.

Table 4

SECONDARY SCHOOL ACHIEVEMENTS

	Inner City		American U	National
	N	%	%	%
Elected Pres.Student Organization	5	22	24	24
High Rating State Music Contest	0	0	4	12
State Regional Speech Contest	0	0	6	7
Major Part in Play	1	4	19	18
Varsity Letter (Sports)	1	4	25	31
Award in Art Competition	1	4	5	5
Edited School Paper	3	13	18	13
Had original writing published	7	31	26	19
NSF Summer Program	1	4	1	1
S & I Regional Science Contest	7	31	2	3
Scholastic Honor Society	5	22	23	37
National Merit Recognition	0	0	10	12

The three distributions shown on Table 4 appear quite similar. The only notable discrepancies between the Inner City group and the American University total group are seen in the percentage who claim a major part in a play (the Inner City group showing fewer participants), earning a varsity letter (the lower frequencies in the Inner City group accounted for in part, at least, by the relatively higher proportion of females), and the better showing of the Inner City group of those taking a prize in a state or regional science contest.

Table 5

RATED ACADEMIC STANDARDS OF HIGH SCHOOL

	Inner City		American U	National
	N	%	%	%
Very High	6	26	44	37
Fairly High	4	17	35	36
About Average	10	43	16	24
Probably Below Average	2	9	4	3
Definitely Below Average	1	4	1	1

Information reported in Table 5 indicates that the Inner City group more often reports the belief that their high school was about average or worse, compared to both the total AU group or national norm.

Table 6

RANK IN HIGH SCHOOL CLASS

	Inner City		American U	National
	N	%	%	%
Top 1%	3	13	3	7
Top 10%	10	43	21	28
Top Quarter	7	31	37	31
2nd Quarter	3	13	32	23
3rd Quarter	0	0	6	9
4th Quarter	0	0	1	2

Whereas about one quarter of the total entering class at American University and about one third of the national group ranked in the top 10% of their high school class, more than half of the Inner City group performed this well.

Table 7

HIGHEST DEGREE PLANNED

	Inner City		American U	National
	N	%	%	%
None	0	0	1	2
Associate (or equivalent)	0	0	0	2
Bachelors Degree	5	22	34	38
Masters Degree	9	39	39	34
PhD or Ed D	6	26	14	14
MD, DDS, or DVM	1	4	3	7
LLB or JD	1	4	6	2
BD	0	0	0	0
Other	1	4	4	1

There seems little to distinguish among these three distributions with the exception that a higher proportion of the Inner City group expect to go beyond the bachelor's degree to a PhD or Ed D.

Table 8

PROBABLE MAJOR FIELD OF STUDY

	Inner City		American U	National
	N	%	%	%
Agriculture	0	0	0	2
Biological Sciences	0	0	1	4
Business	6	26	9	12
Education	1	4	6	9
Engineering	1	4	0	12
English	3	13	3	4
Health (Non-MD)	1	4	2	5
History, Political Science	2	9	35	7
Humanities (other)	1	4	9	4
Fine Arts	0	0	9	9
Math or Stat.	0	0	2	4
Physical Sciences	2	9	1	4
Pre-Professional	1	4	8	10
Psychol., Soc., Anthro.	3	13	12	8
Other Fields (Technical)	0	0	2	2
Other Fields (Non Tech.)	0	0	0	3
Undecided	2	9	2	2

The most notable distinguishing feature to the Inner City group as shown in Table 8 is found in the higher percentage planning to study business-related courses and the lower percentage interested in History and Political Science.

Table 9

PROBABLE CAREER OCCUPATION

	Inner City		American U	National
	N	%	%	%
Artist (including performer)	1	4	10	7
Business man	0	0	9	10
Clergyman	1	4	0	0
College Teacher	2	9	1	1
Doctor (MD or DDS)	1	4	2	6
Educator (Sec)	2	9	6	11
Elem. Teacher	0	0	7	6
Engineer	0	0	0	11
Farmer or Forester	0	0	0	2
Health (Non-MD)	2	9	1	5
Lawyer	1	4	10	5
Nurse	1	4	2	3
Research Scientist	1	4	1	4
Other Choice	8	35	34	17
Undecided	3	13	16	12

A higher percentage of Inner City students expect to become college teachers and to enter health professions allied with medicine (but not including obtaining an MD). Fewer Inner City students expect to go into elementary education or the field of business (despite the higher interest in business-related courses). Like other students at American University, there is a higher than average proportion of freshmen choosing fields not represented within the given array of occupations.

Table 10

OTHER COLLEGE APPLICATIONS AND ACCEPTANCES

	Inner City				American U		National	
	Applications		Accepted		Applications	Accepted	Applications	Accepted
	N	%	N	%	%	%	%	%
No other	4	17	6	23	6	11	50	40
One other	5	22	4	17	12	26	20	28
Two other	5	22	7	30	20	27	14	17
Three or more	9	39	7	30	62	36	16	11

Comparison of number of applications for admission of American University freshmen against national norms reveals that our students apply to more schools and are accepted by more schools. Comparing the Inner City group against their American University colleagues reveals that while this special group applied to fewer other schools they were at least as successful in being accepted by multiple institutions.

Table 11

MAJOR INFLUENCES IN DECIDING TO ATTEND THIS COLLEGE

	Inner City		American U	National
	N	%	%	%
Parent or other relative	12	52	36	46
H. S. Teacher or counselor	10	43	19	19
Friends attending this college	1	4	9	16
Grad or other College Rep	8	34	7	11
Cslg or Plcmt Service	1	4	3	4
Athletic Program of College	0	0	2	5
Other Extracurricular Activities	1	4	9	6
Social Life of the College	1	4	13	10
Chance to live away from home	0	0	32	20
Low Cost	3	13	3	22
Academic Reputation of the college	10	43	50	56
Most students are like me	0	0	6	7
Religious affiliation	1	4	5	2

Respondents were instructed to rate each of the above items as being a major influence, minor influence or non relevant influence in their decision; the percentage is based on each item independently and reflects the number of persons considering it a major influence. The Inner City group differs most from AU and national freshmen in that a larger percentage of them were influenced by a H.S. teacher or counselor (43% vs 19% and 19%) and a graduate or other college representative (34% vs 7% and 11%); this is consistent with the selection procedure for them, in that they were deliberately sought out. More AU students than national freshmen (32% vs 20%) indicated "a chance to live away from home" as being of major importance; whereas more of the national group (22% vs 3%) cited "low cost" as being a determining factor.

Table 12

RACIAL BACKGROUND

	Inner City		American U	National
	N	%	%	%
Caucasian	3	13	90	92
Negro	17	74	5	3
American Indian	0	0	0	1
Oriental	2	9	1	1
Other	1	4	4	4

As indicated in Table 12, about three-fourths of the Inner City students are Negro, distinguishing this group from the other two populations.

Table 13

RELIGIOUS BACKGROUND

	Inner City		American U	National
	N	%	%	%
Protestant	12	52	32	54
Roman Catholic	3	13	16	30
Jewish	0	0	46	8
Other	6	26	3	5
None	2	9	4	2

Distinct differences in religious background are depicted in Table 13. The Inner City group is similar to the National norm in its being about one half Protestant. However, there are lesser proportions of Roman Catholics within the Inner City and total AU groups than the National norm and a considerably higher proportion of Jews among the AU total population than the Inner City group and National group. In addition, the Inner City group includes a much higher proportion espousing some other religious preference than either of the other groups.

Table 14

PRESENT RELIGIOUS PREFERENCE

	Inner City		American U	National
	N	%	%	%
Protestant	10	43	25	47
Roman Catholic	5	22	12	28
Jewish	1	4	41	7
Other	3	13	6	7
None	4	17	17	12

Table 14 indicates that there is a general tendency for a slightly lower percentage of students presently adhering to their religious background. The Inner City distribution is similar to the National group, with the total AU population differing from both of the other groups in having fewer Protestants and Roman Catholics and more Jews.

Table 15

OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT

	Inner City		American U	National
	N	%	%	%
Achieve in a performing art	1	4	10	9
Be an authority in my field	8	35	54	61
Obtain recognition from peers	3	13	35	39
Perform or compose music	0	0	6	7
Be an expert in finance	0	0	8	10
Be administratively responsible	1	4	21	22
Be very well-off financially	6	26	36	41
Help others in difficulty	10	43	65	58
Join the Peace Corps or Vista	2	9	30	19
Become an outstanding athelete	1	4	7	9
Become a community leader	3	13	27	22
Contribute to scientific theory	0	0	4	14
Write original works	2	9	21	15
Not be obligated to people	6	26	27	23
Create works of art	5	22	17	14
Keep up with political affairs	3	13	73	56
Succeed in my own business	1	4	34	45
Develop a philosophy of life	13	57	89	85

Since respondents were encouraged to check more than one of the options, the total % adds up to more than 100% in Table 15; reflected is the number of persons checking each option as essential or very important. There is considerable similarity between the AU and national groups, with the only major discrepancies being that AU students more often check "Join the Peace Corps or Vista" and "Keep up with political affairs" and less often check "Succeed in my own business." The Inner City group shows numerous divergencies, all in the direction of less often valuing the objective. This is true for: "Be an authority in my field", "Obtain recognition from peers", "Be administratively responsible", "Be very well-off financially", "Help others in difficulty", "Join the Peace Corps or Vista", "Become a community leader", Write original works", "Keep up with political affairs" (this item shows a striking difference from the other two groups), "Succeed in my own business" and "Develop a philosophy of life."

Considering the number of items and the uni-directional nature of the results, it would appear that there is a set to not respond to this item within the Inner City group that is perhaps of the greatest significance in attempts to understand the values of these students. Within the Inner City distribution, three objectives were checked by at least a third of the respondents: "Develop a philosophy of life", "Help others in difficulty", and "Be an authority in my field."

Table 16

STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL:

	Inner City		American U	National
	N	%	%	%
Get married while in college	0	0	5	7
Marry within a year after college	5	22	23	20
Obtain average grade of A-	1	4	3	3
Change major field	4	17	18	18
Change career choice	5	22	19	19
Fail one or more courses	1	4	2	2
Graduate with honors	4	17	4	5
Be elected to a student office	1	4	3	2
Join social frat or sorority	4	17	27	31
Author a published article	3	13	11	6
Be elected to an honor society	1	4	3	4
Participate in demonstrations	4	17	10	5
Drop out temporarily	0	0	1	1
Drop out permanently	0	0	1	0
Transfer to another college	2	9	7	9

Table 16 indicates much similarity among the three groups. Proportionately more students in the Inner City group believe they will graduate with honors and participate in demonstrations; fewer believe they will join a social fraternity or sorority.

Table 17

AGREE STRONGLY OR SOMEWHAT WITH FOLLOWING IDEAS:

	Inner City		American U	National
	N	%	%	%
Student design of curriculum	21	91	90	90
Publish all science findings	13	56	55	55
Individual cannot change society	7	31	32	31
College control student behavior off campus	5	22	14	19
Benefit of college is monetary	11	47	41	52
Base faculty pay on student evaluation	11	47	61	66
My beliefs are similar to others	6	26	54	68
Regulate student publications	12	52	29	49
Marijuana should be legalized	3	13	38	23
Limit cars to reduce air polution	9	39	48	46
Urban problems require much money	13	56	60	49
Outlaw cigarette advertising	7	31	38	39
College has right to ban speaker	9	39	15	28
Army should be voluntary	5	22	44	39
Give disadvantaged preferred treatment	13	56	39	38
College too lax on student protest	5	22	35	52

AU students, en toto, show some differences from students nationally in Table 17. Fewer of our students believe that the benefit of college is monetary, their beliefs are similar to others, the University should regulate student publications, or the University has the right to ban speakers from the campus; more of our students believe that marijuana should be legalized and that the solution of urban problems will require much federal money. In comparison with other students at this university, more Inner City students believe that college officials have the right to regulate student behavior off-campus, the University should regulate student publications, the University has the right to ban a speaker from the campus, and that disadvantaged students should be given preferential treatment in University admissions; fewer Inner City students believe that faculty promotions should be based on student evaluations, that their beliefs are similar to others, marijuana should be legalized, service in the armed forces should be only voluntary, and that college officials have been too lax in dealing with student protests on campus. Thus it would appear that while in comparison with students nationally, our students in general, tend to express views supporting a reduction in the authority of the university administration in favor of greater student control, the Inner City students express much more conventional views.

Table 18

PERCENTAGE OF STUDENTS REPORTING THAT DURING THE PAST YEAR THEY:

	Inner City		American U	National
	N	%	%	%
Voted in student election	22	95	83	79
Came late to class	15	65	62	53
Played a musical instrument	7	31	47	43
Studied in the library	21	90	28	33
Checked out a library book	20	86	52	50
Arranged date for another student	7	31	54	50
Overslept and missed a class	5	22	25	17
Typed a homework assignment	16	69	24	22
Discussed future with parents	14	61	44	38
Was late with homework assignment	12	52	59	58
Argued with teacher in class	9	39	62	57
Attended religious service	17	74	85	91
Protested against Vietnam War	3	13	14	5
Protested against racial discrimination	6	26	18	7
Protested against school administration	5	22	26	17
Did extra reading for class	19	83	16	12
Took sleeping pills	3	13	8	6
Tutored another student	12	52	59	53
Played chess	6	26	39	44
Read poetry not required for course	18	78	67	59
Took a tranquilizing pill	2	9	10	9
Discussed religion	20	86	35	32
Took vitamins	10	43	57	58
Visited art gallery or museum	21	90	84	73
Part in H.S. political campaign	7	31	51	48
Part in other political campaign	2	9	28	15
Missed school because of illness	14	61	4	3
Smoked cigarettes	8	35	23	14
Discussed politics	19	83	54	36
Drank beer	11	47	61	53
Discussed sports	19	83	28	45
Asked teacher for advice	21	90	28	22
Had vocational counseling	13	56	48	57
Stayed up all night	12	52	58	58

Examination of Table 18 reveals numerous large divergencies in responses between the Inner City students and other American University freshmen. The Inner City students more often report having studied in the library, checked out a library book, typed a homework assignment, done extra reading for a class, discussed religion, missed school because of illness, discussed politics and sports, and asked a teacher for advice. The Inner City students less often report having arranged a date for another student, having argued with a teacher in class, or having taken part in a high school or some other political campaign. AU students differ from the national group in more often reporting having protested against racial discrimination, visiting an art gallery or museum, taking part in a political campaign (other than high school), and discussing politics. They less often report discussing sports.

SECTION II: UNIVERSITY STUDENT CENSUS RESULTS

Items covering these general areas of information were included on the University Student Census: Background and Demographic Information (22 items), Personal Attitudes and Views (14 items), and Goals and Plans (12 items). In the first category are behaviors which characterize past history, the second category includes responses that pertain to present attitudes (the stability of which is unknown), and the last category covers information on students' present beliefs as to their preferred future.

The data have been analyzed by comparing results of Inner City students with the total full-time freshman class entering in the Fall of 1968. A total of 1224 students returned Census materials, representing 92% of the incoming full-time freshman class. All percentages reported in the tables below are based on these students' responses.

A. Background and Demographic Information:

35. From which type of secondary school curriculum were you most recently graduated?

Table 19

TYPE SECONDARY SCHOOL CURRICULUM

	Inner City Group N	Inner City Group %	Freshmen %
Public High School: College-academic	20	87	80
Public High School: Commercial course	0	0	0
Public High School: General course	1	4	3
Parochial High School: College-academic	2	9	5
Parochial High School: Commercial course	0	0	0
Parochial High School: General course	0	0	0
Private (Non-Parochial) High School: College-academic	0	0	11
Private (Non-Parochial) High School: Commercial or general	0	0	0
Other	0	0	1

The modal response for both groups indicates that the majority of students have graduated from a public High School: college-academic curriculum. The only discrepency in distribution of responses is that 11% more American University freshmen have graduated from a private (non-Parochial) High School: College-academic course. No Inner City student indicated having graduated from that particular secondary school curriculum.

38. During your junior or senior year in high school were you:

Table 20

ACADEMIC RECOGNITION IN SECONDARY SCHOOL

	Inner City Group		Freshmen
	N	%	%
National Honor Society member, officer of Student Council, and editor of a school publication.	-	-	2
National Honor Society member and officer of Student Council.	1	4	3
National Honor Society member and editor of a school publication.	2	9	5
Officer of Student Council and editor of a school publication.	-	-	3
National Honor Society Member.	6	26	11
Officer of Student Council.	-	-	7
Editor of a school publication.	1	4	7
None of the above	8	35	42
Other	5	22	20

15% more of the Inner City group were National Honor Society members during their junior or senior year in high school (39% vs 24%). Distribution of responses is about the same in both groups for other activities listed.

39. Father's occupation: Which one of the following comes closest to describing your father's occupation? Mark only one answer. If he works on more than one job, mark the most important one. If he is temporarily unemployed, deceased, or if he is retired, mark the one he held last.

Table 21

FATHER'S OCCUPATION

	Inner City Group		Freshmen
	N	%	%
Professional	3	13	24
Semiprofessional	1	4	8
Manager-Proprietor-Executive	-	-	45
Salesman	-	-	7
Clerical worker	1	4	1
Service or protective	3	-	2
Skilled worker or foreman	6	26	6
Farm	-	-	1
Other	9	39	6

52% of the American University freshmen as compared to no Inner City students list father's occupation as semi-professional (45%) or manager, proprieter-executive (7%). 20% more of the Inner City group have fathers employed as skilled workers or foremen (26% vs 6%). A slightly higher percentage of American University freshmen list professional (24% vs 13%). A sizable proportion of the Inner City students use the "other" category (39%).

40. Father's education: Please indicate which of the following statements describes your father's education.

Table 22

FATHER'S EDUCATION

	Inner City Group		Freshmen
	N	%	%
Less than high school diploma	10	43	11
High school graduate	7	30	21
Some college work at American University but no degree	-	-	-
College degree from American University	-	-	-
Some college work at another college in the District of Columbia	-	-	1
College degree from another college in the District of Columbia	1	4	3
Some college work at another college outside the District of Columbia	-	-	18
College degree from another college outside the District of Columbia	1	4	39
Other	4	17	6

Whereas 43% of the fathers of the Inner City students have less than a high school education, this is true of only 11% of the freshman class as a whole. American University freshmen far exceed Inner City students with regard to father's education as being some college work from outside the District of Columbia (18% vs 0%) and college degree from outside the District of Columbia (39% vs 4%).

41. Mother's education: Please indicate which of the following statements describes your mother's education.

Table 23

MOTHER'S EDUCATION

	Inner City Group		Freshmen
	N	%	%
Less than high school diploma	8	34	6
High school graduate	6	26	35
Some college work at American University but no degree	-	-	-
College degree from American University	-	-	-
Some college work at another college in the District of Columbia	-	-	2
College degree from another college in the District of Columbia	1	4	1
Some college work at another college outside the District of Columbia	2	9	20
College degree from another college outside the District of Columbia	1	4	25
Other	5	22	10

Inner City students indicated that 60% had mother's with a high school education or less compared to 41% for the AU freshmen class. 26% of the Freshmen class mothers have a college degree as compared to 8% of the Inner City students' mothers.

1. How many different foreign countries and states have you resided in during the five years <u>prior to entering</u> the University?

Table 24

PRIOR FOREIGN RESIDENCE

	Inner City Group		Freshmen
	N	%	%
One or Two	9	39	68
Three or Four	-	-	6
Five or Six	-	-	3
Seven or Eight	1	4	1
Nine or Ten More	-	-	2
Other	13	57	20

Comparison of the responses given to item #1 show that a greater percentage of American University freshmen (68% vs 39%) have resided in one or two foreign countries and states than have students in the Inner City group, reflecting a lesser mobility in the Inner City. Both groups show similar low percentages of students having resided in 3 or more foreign countries or states. The greatest proportion of the Inner City group indicate they have not resided in other countries or states where American University freshmen have the greatest proportion in the one or two countries and states category.

4. During the past year I became well acquainted with the following number of teachers:

Table 25

ACQUAINTANCE WITH TEACHERS

	Inner City Group		Freshmen
	N	%	%
None	1	4	9
One	4	17	13
Two	4	17	21
Three	4	17	24
Four	4	17	11
Five	-	-	7
Six or more	5	22	15
Other	1	4	1

Distributions for both groups show considerable similarity in the number of teachers with whom the students have become acquainted during the past year.

6. Which of the following most accurately describes your pattern of study?

Table 26

STUDY HABITS

	Inner City Group		Freshmen
	N	%	%
Nearly all of my study is crammed to meet deadlines	-	-	6
70% crammed - 30% done systematically ahead of time	4	17	19
50% crammed - 50% done systematically ahead of time	1	4	33
30% cranned - 70% done systematically ahead of time	14	61	29
Nearly all of my study is done systematically ahead of time	4	17	9
Other	-	-	3

The modal response of Inner City students in reporting their pattern of study is: 30% crammed - 70% systematic study (61% of Inner City vs 29% of total freshmen). There is considerable discrepancy between the two groups on this item, since the total American University freshmen class mode is: 50% crammed - 50% systematic pattern of study (33% of total freshmen vs 4% of Inner City). Thus, the Inner City group reports a lesser tendency to depend on cramming.

9. How much time per week did you devote to your studies last year?

Table 27

TIME PER WEEK LAST YEAR SPENT STUDYING

	Inner City Group		Freshmen
	N	%	%
Less than 5 hours	1	4	13
5-9 hours	5	22	29
10-14 hours	5	22	23
15-19 hours	6	26	17
20-24 hours	4	17	10
25-29 hours	1	4	4
30 or more hours	-	-	2
Other	1	4	2

The distributions of answers is similar with respect to hours per week both groups have devoted to studies. However, whereas the modal response for the total Freshman is 5-9 hours, the modal response for Inner City students is 15-19 hours, depicting a general tendency within the latter group toward a history of more time spent per week in studying.

2. About how much time on the average did you spend per week last year in watching TV?

Table 28

WEEKLY TV VIEWING TIME

	Inner City Group		Freshmen
	N	%	%
None	-	-	5
About 1-3 hours/week	9	39	28
About 4-6 hours/week	4	17	26
About 7-9 hours/week	1	4	17
About 10-12 hours/week	2	9	11
About 13-15 hours/week	4	17	6
About 16-18 hours/week	-	-	4
About 19 or more hours/week	2	9	3
Other	1	4	1

Both groups show similar tendencies toward a considerable percentage of students viewing television less than 4 hours per week (39% and 33%). The Inner City group differs from American University freshmen by having fewer in the middle range of 4-9 hours per week (21% of the Inner City group and 43% of the total freshman class) and more in the upper range of 13 or more hours per week (26% of the Inner City group vs. 13% of the total freshman class).

11. On the average, how many dates do you have in a month?

Table 29

DATES PER MONTH

	Inner City Group		Freshmen
	N	%	%
None	2	9	9
One or Two	7	30	18
Three or Four	7	30	22
Five or Six	2	9	20
Seven to Ten	4	17	18
More than Ten	-	-	9
Married	-	-	-
Other	1	4	4

While 60% of the Inner City group report from 1-4 dates per month, only 40% of the total freshman class dates this infrequently. 11% more American University freshmen have indicated 5 or 6 dates per month than have the Inner City group. Both groups have a relatively low percentage reporting no dating behavior (9% of both groups).

23. How many hours per week will you be spending in a part time job?

Table 30

HOURS PER WEEK ON JOB

	Inner City Group		Freshmen
	N	%	%
Do not have one, but hope to find one	9	39	27
Do not have one - don't plan to work	6	26	61
1-9 hours per week	-	-	2
10-14 hours per week	2	9	2
15-19 hours per week	3	13	2
20-29 hours per week	2	9	1
30-39 hours per week	-	-	-
40 or more hours per week	-	-	-
Other	1	4	5

12% more Inner City students indicate they hope to be working part time while in school. The greatest percentage of American University freshmen have answered that they do not plan to seek a job, exceeding Inner City students giving this response by 35%. The greatest percentage of the Inner City group do not have a job but hope to find one. 26% more Inner City students than American University freshmen plan to spend from 10 to 29 hours per week working (31% vs 5%).

24. What will be your approximate <u>weekly</u> income from the part time job?

Table 31

WEEKLY INCOME

	Inner City Group		Freshmen
	N	%	%
Do not have a part time job	13	57	86
Less than $10	-	-	1
$10-19	1	4	2
$20-29	4	17	3
$30-39	1	4	2
$40-49	1	4	1
$50-75	-	-	1
More than $75	1	4	-
Other	2	9	4

A greater proportion of American University freshmen than Inner City students do not have a job (27%). Over half the Inner City group indicate no employment, but 15% more of this group than American University freshmen expect a weekly income of $20-29.

25. Which of the following type of uncorrected disability do you have?

Table 32

UNCORRECTED DISABILITY

	Inner City Group		Freshmen
	N	%	%
None	16	70	79
Speech	2	9	1
Sight	1	4	2
Hearing	-	-	1
Nervous condition	1	4	2
Extremities	-	-	1
Respiratory	1	4	-
Allergy	-	-	10
Other	2	9	4

The data from this item show the only difference in disabilities between the two groups is that while 10% of the total freshman class indicate an allergy problem none of the Inner City group makes this complaint. The responses from both groups show that the great majority of students have no uncorrected disabilities.

B. Personal Attitudes and Views:

16. As a person, which one of the following traits is most important to you to possess?

Table 33

MOST IMPORTANT TRAIT

	Inner City Group		Freshmen
	N	%	%
Appreciation of art, music, literature	-	-	3
Emotional stability	4	17	22
Independence	3	13	16
Industriousness	1	4	5
Intellectual curiosity	2	9	19
Acceptance by classmates	1	4	6
Responsibility	7	30	17
Social skillfulness	2	9	4
Other	3	13	8

The modal response of the Inner City students to item 16 is to value responsibility, whereas the total freshmen class mode is to most value emotional stability and then intellectual curiosity.

3. Which of the following contributed most to your own development during the past year?

Table 34

RELATIVE CONTRIBUTION TO PERSONAL DEVELOPMENT

	Inner City Group		Freshmen
	N	%	%
Course work	3	13	6
Extra curricular organization activities	1	4	21
Individual or independent research or study	4	17	9
Social life (dating, parties, etc.)	4	17	11
Friendships made	5	22	23
Job experience	3	13	16
Contacts with faculty member(s)	2	9	6
Other	1	4	8

A higher percentage of American University freshmen (21% vs 4%) have indicated that extra curricular activities contributed most toward their development during the past year. Inner City students more often cite independent study and social life.

36. What is the main reason you decided to attend American University?

Table 35

REASON FOR ATTENDING AMERICAN UNIVERSITY

	Inner City Group		Freshmen
	N	%	%
Description in catalogue or college guide	1	4	4
Geographical location	3	13	25
Offered kind of academic program I wanted	6	26	39
Friends or relatives currently attend	-	-	3
Friends or relatives previously attended	-	-	1
Did not get accepted elsewhere	-	-	3
H.S. counselor or teacher suggested the University	4	17	4
Other	9	39	20

A greater proportion of American University students give geographical location and kind of academic program as the reason for deciding to attend American University than is shown by the Inner City group, which is represented mainly in the "other" category. This, no doubt, is a reflection of the special nature of their admission, which is also reflected in the Inner City group, more than American University freshmen, stating that a high school counselor or teacher suggested the University.

37. In general, high school students you know who have expressed an interest in attending American University have earned grades in high school that were:

Table 36

ACADEMIC STANDING OF ACQUAINTANCES INTERESTED IN AMERICAN UNIVERSITY

	Inner City Group		Freshmen
	N	%	%
Among the very best in the class	7	30	8
Somewhat above average	8	35	46
About average	7	30	23
Somewhat below average	-	-	1
Clearly below average	-	-	-
Don't know any other students who wished to attend American University	1	4	19
Other	-	-	2

A much greater percentage of the Inner City group (30% vs 8%) feel that high school students they know who have expressed an interest in attending American University earned grades which were among the very best in their class. The American University freshmen indicate that students they know were somewhat above average. 15% more American University freshmen indicate they do not know other students wishing to attend American University.

5. As you expect or recall it, the hardest part of adjusting to college is:

Table 37

PREDICTED DIFFICULTY ADJUSTING TO COLLEGE

	Inner City Group		Freshmen
	N	%	%
Getting to know faculty members	-	-	1
Being away from home and friends	-	-	10
Earning satisfactory grades	3	13	10
Getting to meet and know other students - both sexes	3	13	25
Meeting financial expenses	5	22	4
Budgeting time	1	4	17
Studying efficiently	7	30	20
Selecting a major field of study and/or career	3	13	8
Other	1	4	6

The two groups have indicated extremely divergent feelings regarding expected difficulties of adjustment to college. American University freshmen more often believe that budgeting time (13% more than Inner City students), meeting other students (12% more), studying efficiently (10% more), and being away from home and friends (10% more) will be the hardest part of adjusting. The Inner City group, more often are apprehensive about meeting financial expenses (18% more than the total freshmen class) and studying efficiently (10% more).

7. Any university offers course work in a very wide variety of different fields. Many students are interested in taking an occasional course in a field apart from their major and minor fields of study, but often do not do so. Why do you think this happens?

Table 38

TAKING COURSES OUTSIDE OF MAIN INTERESTS

	Inner City Group		Freshmen
	N	%	%
Students are reluctant to chance a possible poor grade in a field about which they know little	11	48	41
Students take course work in fields about which they know the most.	6	26	17
University and college requirements provide for all the general type of education a student needs.	2	9	5
Other	4	17	37

Results on item #7 reflect a general similarity in responding by both groups. However, the range of responses offered seemed to be more acceptable to the Inner City group than to the American University freshmen (20% fewer answered "other").

8. How would you prefer to have your college education organized?

Table 39

PREFERRED EDUCATIONAL FORMAT

	Inner City Group		Freshmen
	N	%	%
Primarily lectures and assignments	4	17	10
Primarily independent study, research and writing	6	26	16
In the first two years primarily lectures, assignments and examinations with the last two years primarily independent study, research and writing.	8	35	43
Don't know	4	17	18
Other	1	4	12

The responses of the Inner City students show a trend toward preference for more independent study, research and writing than is shown by the American University freshmen. Both groups have the greatest number of students choosing that the first two years consist of primarily lectures, assignments and examinations with the last two years primarily independent study, research, and writing.

17. If you remain at the University and complete graduation requirements, which of the following do you think will be the most important reason?

Table 40

REASON FOR GETTING DEGREE

	Inner City Group		Freshmen
	N	%	%
College graduates get better jobs	3	13	13
A college degree is the only way by which I can enter my chosen job	6	26	17
Parents or relatives expect me to	2	9	2
The opportunity to meet and know many new and different people	2	9	16
College graduates earn more money	1	4	4
Experience gained from extra-carricular activities	-	-	2
I enjoy studying and academic work	2	9	8
I must have a degree in order to enter graduate or professional school	2	9	16
Other	5	22	23

The distribution of responses to item 17 is similar for both groups. Most sizable difference between the two groups is that 9% more Inner City students feel that a college degree is the only way by which they can enter their chosen profession.

18. About 50% of university students typically leave before receiving a degree. If this should happen to you, which of the following do you think would be the most likely cause?

Table 41

REASON FOR ATTRITION

	Inner City Group		Freshmen
	N	%	%
A college education would not be necessary for entering work suited for me	1	4	4
To accept a good job or enter military service	-	-	2
It would cost more than my family and I can afford	4	17	10
Marriage	2	9	14
Disinterest in study	1	4	10
Lack of academic ability	3	13	10
Inefficient reading or study skills	4	17	10
Absolutely certain I will obtain a degree	5	22	23
Other	3	13	17

There are no major differences in the responses of the two groups regarding the most likely reason for leaving the University.

19. Some of the things which different people consider important in choosing a career are listed below. Which one is most important to you?

Table 42

IMPORTANT CAREER CHARACTERISTIC

	Inner City Group		Freshmen
	N	%	%
Job security (steady income, steady job, hospital benefits, etc.)	2	9	7
Desirable working conditions (hours, vacations, travel, etc.)	2	9	9
Amount of income	1	4	4
The kind of people with whom I would be working	2	9	17
Opportunity for advancement or promotion	3	13	7
High prestige or status	-	-	3
Opportunity to help others	9	39	26
Opportunity to direct or supervise others	-	-	2
Other	4	17	25

One apparent difference can be seen in the comparison of responses given by both groups to item #19. The Inner City students have placed greater emphasis on opportunity to help others then have American University freshmen (39% vs 26%).

21. Some faculty and staff members of the University are interested in learning more about how you view your college experience as you progress. How would you react to informally meeting with such a person once or twice a semester for this purpose?

Table 43

INFORMAL MEETINGS WITH FACULTY

	Inner City Group		Freshmen
	N	%	%
I would be interested in doing so	18	78	84
Doubt that I would be interested in doing so	2	9	9
Would not be interested in doing so	1	4	2
Other	2	9	4

Distribution of responses is quite similar for both groups with the greatest number of responses indicating interest in meeting with a University faculty or staff member once or twice a semester.

32. The University regulations governing student conduct are constructive.

Table 44

REGULATIONS ON CONDUCT ARE CONSTRUCTIVE

	Inner City Group		Freshmen
	N	%	%
Agree	7	30	33
Tend to agree	6	26	24
Partly agree and partly disagree	5	22	24
Tend to disagree	-	-	4
Disagree	-	-	3
I have no opinion	5	22	8
Other	-	-	3

The only major difference in responses regarding student feelings toward University regulations governing student conduct is that a great deal more of the Inner City group express no opinion on the subject (22% vs 8%). Both groups tend to agree that the regulations are constructive.

33. University regulations governing academic probation and dismissal are sensible.

Table 45

REGULATIONS ON PROBATION ARE SENSIBLE

	Inner City Group		Freshmen
	N	%	%
Agree	5	22	43
Tend to agree	2	9	23
Partly agree and partly disagree	4	17	11
Tend to disagree	1	4	2
Disagree	1	4	2
I have no opinion	6	26	13
Other	4	17	6

35% more American University freshmen than Inner City students agree or tend to agree that University regulations governing academic probation and dismissal are sensible. More Inner City students have answered that they have no opinion (13% more) or indicated that the choices were unsuitable (11% more).

34. University students have ample opportunity to participate in college policy-making.

Table 46

AMPLE OPPORTUNITY TO DECIDE POLICY

	Inner City Group		Freshmen
	N	%	%
Agree	2	9	23
Tend to agree	5	22	20
Partly agree and partly disagree	1	4	15
Tend to disagree	-	-	8
Disagree	5	22	7
I have no opinion	7	30	18
Other	3	13	9

Whereas 23% of the American University freshmen categorically agree that University students are given ample opportunity to participate in college policy-making, only 9% of the Inner City students are in this category. In addition Inner City students more often categorically disagree with this statement (22% vs 7%) or express no opinion (30% vs 18%).

C. Goals and Plans

10. How much time per week do you intend to devote to your studies this year?

Table 47

TIME PER WEEK EXPECTING TO SPEND STUDYING

	Inner City Group		Freshmen
	N	%	%
Less than 5 hours	-	-	-
5-9 hours	1	4	1
10-14 hours	1	4	12
15-19 hours	5	22	26
20-24 hours	11	48	31
25-29 hours	2	9	14
30 or more hours	3	13	9
Other	-	-	7

17% more Inner City students have indicated intention of devoting 20 to 24 hours per week to studies during the school year. Slightly more American University freshmen (8%) than Inner City students responded with 10 to 14 hours but the typical response for both groups seems to fall in the 15 to 24 hours per week category.

13. How long ago did you decide upon your major field of study?

Table 48

WHEN DECIDED ON MAJOR

	Inner City Group		Freshmen
	N	%	%
Before sophomore year of high school	4	17	14
Sophomore year of high school	1	4	10
Junior year of high school	4	17	22
Senior year of high school	12	52	21
Junior year of college	-	-	-
Sophomore year of college	-	-	-
Freshman year of college	1	4	2
Have not decided yet	1	4	28
Other	-	-	3

While more than half of the Inner City students decided on their major field of study during their senior year of high school, this was true of less than a quarter of the American University freshmen. More American University freshmen than Inner City students indicate they are still undecided (28% vs 14%).

14. How certain are you of your vocational goal at this time?

Table 49

CERTAINTY OF VOCATIONAL GOAL

	Inner City Group		Freshmen
	N	%	%
No specific goal at present	1	4	10
Quite uncertain	4	17	11
Somewhat uncertain	8	35	40
Quite certain	8	35	29
Clearly fixed vocational goal	2	9	7
Other	-	-	2

The results of item #14 indicate that the groups are similar at this time in their degree of certainty about their vocational goal.

15. In which one of the following areas are you most interested in seeking counseling and/or educational skills services while at the University?

Table 50

INTEREST IN COUNSELING

	Inner City Group		Freshmen
	N	%	%
Counseling regarding vocational and educational plans	4	17	29
Counseling regarding emotional or social concerns	-	-	6
Improving reading skills	7	30	20
Learning to study more efficiently	5	22	18
Improving writing skills	2	9	5
Developing larger vocabulary	1	4	5
Improving spelling ability	-	-	1
Not interested in the above services at this time	4	17	13
Other	-	-	3

A slightly higher percentage of American University freshmen (12%) indicate interest in receiving counseling regarding vocational and educational plans. More Inner City students show a desire to improve reading skills than do American University freshmen (30% vs 20%). Few students in either group (only about 1 in 6) express disinterest in counseling services.

20. When did you decide upon your present vocational goal?

Table 51

WHEN DECIDED VOCATIONAL GOAL

	Inner City Group		Freshmen
	N	%	%
Before sophomore year of high school	6	26	14
Sophomore year of high school	1	4	7
Junior year of high school	3	13	18
Senior year of high school	9	39	22
Junior year of college	-	-	1
Sophomore year of college	-	-	-
Freshman year of college	-	-	1
Have not decided yet	4	17	34
Other	-	-	4

More Inner City students decided on their vocational goal before their sophomore year of high school (26% vs 14%) or during their senior year (39% vs 22%) than American University freshmen who show a greater proportion still undecided (34% vs 17%).

Questions 26 through 31 request information on interest in joining various campus organizations and activities.

Table 52

FRATERNITY OR SORORITY MEMBERSHIP

	Inner City Group		Freshmen
	N	%	%
Not interested in membership	7	30	31
Somewhat interested	13	57	49
Intend to join	3	13	17
Am presently a member	-	-	-
Other	-	-	3

Both groups show similar interest in membership in a sorority or fraternity, with the modal response indicating that the students are "somewhat" interested.

Table 53

STUDENT RELIGIOUS GROUPS

	Inner City Group		Freshmen
	N	%	%
Not interested in membership	8	35	46
Somewhat interested	9	39	36
Intend to join	2	9	14
Am presently a member	-	-	1
Other	4	17	3

A slightly greater percentage (11% more) of American University freshmen than the Inner City group indicate no interest in membership in a religious group. More of the Inner City group indicate that the possible choices were not satisfactory (17% vs 3% in the "other" category).

Table 54

DEPARTMENTAL SUBJECT MATTER CLUBS

	Inner City Group		Freshmen
	N	%	%
Not interested in membership	7	30	16
Somewhat interested	9	39	54
Intend to join	6	26	24
Am presently a member	-	-	-
Other	1	4	6

The modal response for both groups is that they are somewhat interested in departmental subject matter clubs, with American University students showing more interest than Inner City students (78% vs 65%). The Inner City group responded with no interest in membership to a greater extent than did the American University freshmen (14% more).

Table 55

STUDENT GOVERNMENT COMMITTEES

	Inner City Group		Freshmen
	N	%	%
Not interested	10	43	21
Somewhat interested	8	35	46
Intend to work on one or more	3	13	30
Am presently working on one or more	-	-	-
Other	2	9	3

There is a major difference between the two groups regarding interest in student government committees. 22% more Inner City students have no interest, while 28% more American University freshmen are somewhat interested or intend to work on one or more student government committees.

30. Publication and Communication: In which of the following groups are you most interested in participating?

Table 56

PUBLICATION AND COMMUNICATION

	Inner City Group		Freshmen
	N	%	%
Not interested in any	3	13	15
Uncertain at this time	7	30	31
Student newspaper	3	13	14
Literary magazine	2	9	7
Freshman handbook	1	4	1
Radio station	1	4	11
Student yearbook	5	22	17
Am presently participating in one or more groups	-	-	-
Other	1	4	4

Comparison of responses of the two groups show almost identical interest in publication and communication work. The modal response for both groups indicates uncertainty, with interest in working on the student yearbook receiving the second largest number of responses.

31. Musical and Dramatic Groups: In which of the following groups are you most interested in participating?

Table 57

MUSICAL AND DRAMATIC GROUPS

	Inner City Group		Freshmen
	N	%	%
Not interested in any	8	35	45
Uncertain at this time	5	22	15
American University Singers	3	13	4
American University Choral	-	-	4
University Orchestra	2	9	3
University Theater	5	22	25
Am presently participating in one or more groups	-	-	1
Other	-	-	3

American University freshmen show less interest by a 10% difference in any type of musical or dramatic group. The Inner City group appears slightly more interested in the American University singers and the orchestra than do the American University freshmen. Both groups indicate more interest in the University theater than in any other of the possible choices.

SECTION III. CALIFORNIA PSYCHOLOGICAL INVENTORY RESULTS:

The manual for the California Psychological Inventory (CPI) states:

"The inventory is intended primarily for use with "normal" (non-psychiatrically disturbed) subjects. Its scales are addressed principally to personality characteristics important for social living and social interaction. Thus, while it has been found to have special utility with a few problem groups, e.g., persons of delinquent, asocial tendencies, it may be expected to find most general use in schools, colleges, business and industry, and in clinics and counseling agencies whose clientele consists mainly of socially-functioning individuals."

In order to develop local normative data on American University students, the CPI was administered to all new students during the fall of 1968. Unfortunately, errors in the scoring of answer sheets have delayed the publication of these norms. For purposes of this report, a preliminary analysis is presented based upon hand scoring of the answer sheets of the Inner City students and published college norms (not based on our own students) for the CPI. At a later date when scoring errors have been corrected, local norms will be made available by school and sex for this inventory. Tables 58 and 59 present the results for males and females. It should be recognized that the results are regarded as tentative since the size of the Inner City sample for each sex is quite small.

Without going into detail on the clinical meanings attached to individual scales, several points can be made. Each comment is offered with caution and is intended as of worth mainly in focusing upon a direction for future research. First, the Inner City profiles for both sexes are consistently lower than the college norms, suggesting somewhat greater difficulty in interpersonal relations. Second, since the deviation from the norm is greater for males, it would appear that males in the Inner City group experience greater difficulty in interpersonal relations than females. Third, since the cluster of least significant deviation is to be found in the last three scales--which are measures of intellectual and interest modes--it would appear that management of social relations more than intellectual concerns represents the greater area of conflict for these students.

In view of the special problems facing students in the Inner City group compared to students in general, the CPI results are hardly surprising. Hopefully, further research in this area will throw more light on the nature of their psychological stress and the most effective means of offering help to those who wish it.

Table 58

California Psychological Inventory: Male

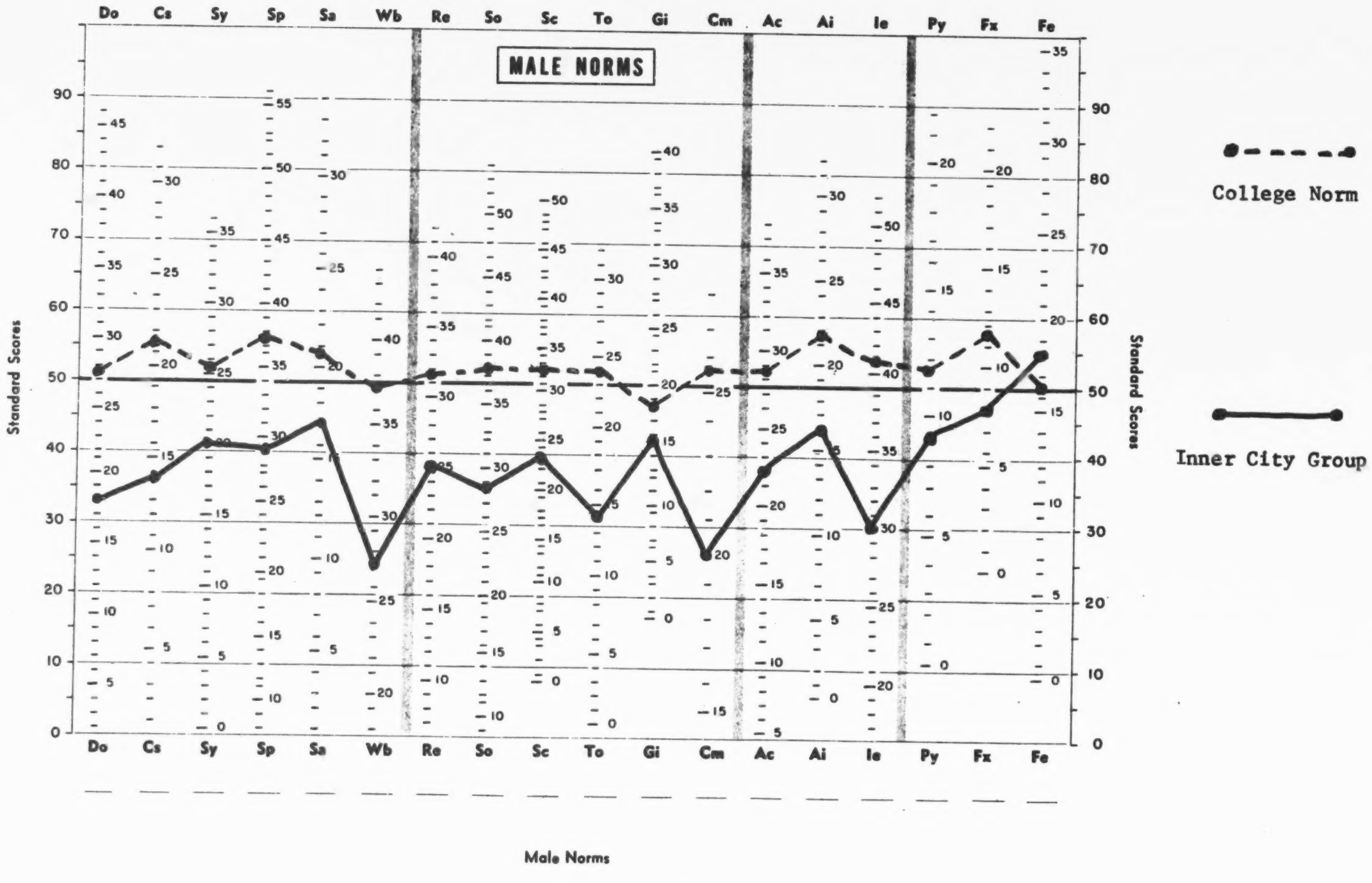

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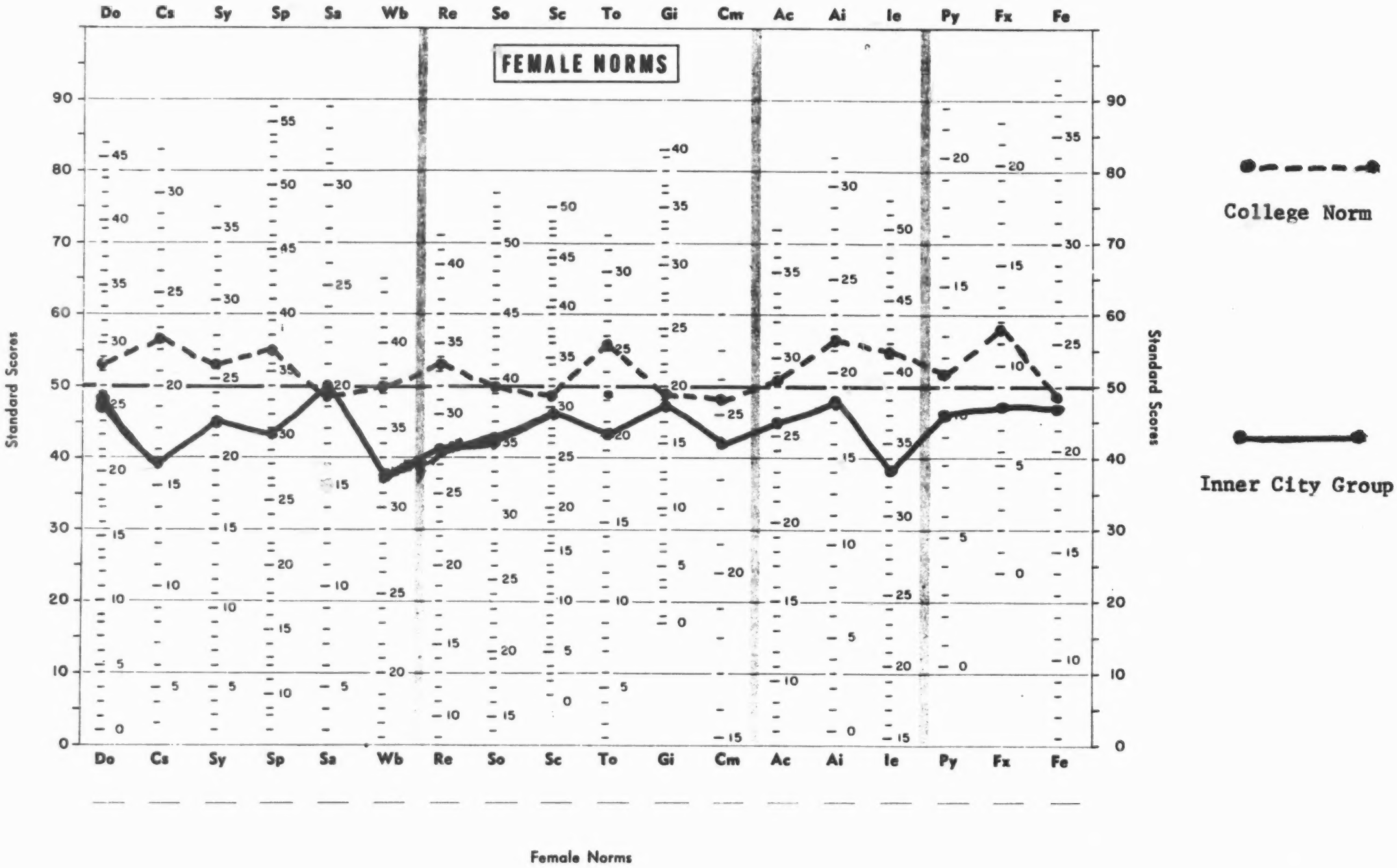
Table 59

California Psychological Inventory: Female



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SECTION IV: ACADEMIC ABILITY AND ACHIEVEMENT DATA

Table 60

SCHOLASTIC APTITUDE TEST

	AU Freshmen Total (N=1239)		Inner City Total (N=25)	
	Mean	SD	Mean	SD
SAT Verbal	539.22	88.4	433.33	72.04
SAT Quant.	539.98	89.0	433.12	98.59
H.S. Index	1.72	.47	1.89	.46

As shown in Table 60 there is a large difference in SAT mean scores between the Inner City group and the total A.U. freshman class, with the A.U. freshmen over 100 points higher on both portions of the test. It is interesting to note, however, that the mean of the Inner City group's High School Index (based on A=3.0) was slightly higher than that of the A.U. freshmen. Possibly this is a reflection of differing academic standards in the Inner City schools compared to those of the suburban public and private schools from which most A.U. freshmen graduated.

In a breakdown of the A.U. freshman class and the total Inner City group by sex, as shown in Table 61 and Table 62, both the female Inner City group and the male Inner City group evidence the lower mean scores on the SAT Verbal and Quantitative portions, as compared with their A.U. freshmen classmates.

Table 61

SCHOLASTIC APTITUDE TEST

	AU Freshmen Females (N=696)		Inner City Freshmen Females (N=15)	
	Mean	SD	Mean	SD
SAT Verbal	538.35	84.5	434.73	81.77
SAT Quant.	525.02	80.2	412.13	116.73
H.S. Index	1.83	.46	2.00	.46

Note that the Inner City girls' High School index average is slightly higher than that of their A.U. freshmen classmates even though their SAT test scores are lower. Since the Inner City sample is heavily weighted with girls (15 females vs. 8 males), even more so proportionately than the A.U. freshman class, the female portion of the Inner City sample contributes most heavily to this High School Index difference in the total Inner City sample.

As will be noted in Table 62, there is little difference between the High School Index for the two male groups.

Table 62

SCHOLASTIC APTITUDE TEST

	AU Freshmen Males (N=543)		Inner City Freshmen Males (N=9)	
	Mean	SD	Mean	SD
SAT Verbal	540.42	93.43	431.00	61.56
SAT Quant.	559.22	95.9	468.11	51.11
H.S. Index	1.58	.46	1.52	.40

Table 63

COLLEGE BOARD ACHIEVEMENT TEST SCORES

	Inner City Group		
Test	Mean	SD	Number
English	452.16	82.94	18
Math	443.95	65.98	20

Achievement test scores for AU freshmen were not available for this report, so Table 63 reflects the performance of just the Inner City Group. Their performance on these tests would seem to be consistent with the scores received on the SAT. The mean score for the standardization group on both the achievement and aptitude tests is 500.